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ABSTRACT

An interdisciplinary career training program, "Contracting with Business and Industry" (CWB&I), was developed by Bay de Noc Community College (Michigan) to meet nontraditional students' needs for specialized career orientation, training, and personal development. Through contracts between the college and local businesses, students acquire on-the-job training, while participating in on-campus study to develop skills in job interviewing, interpersonal relations, resume preparation, the American enterprise system, and attitude training. Since its creation in 1976, the program has expanded substantially--in fall 1981, over 50 students were enrolled and 54 local businesses were paid per hour to offer training in areas such as banking, newswriting, photography, silk screening, and dietetics. This type of program was chosen due to its low costs in comparison to full-time training programs and its appropriateness in career areas where employment opportunities are moderate. CWB&I claims effectiveness in providing students with opportunities to acquire entry-level skills in a number of careers, in tailoring programs to students' individual needs, and in enhancing student attitudes towards themselves, others, and the American enterprise system. It has also expanded 1-year certificate offerings, responded to the needs of female students, and succeeded in placing a high proportion of program completers. A summary of CWB&I costs is appended. (HB)

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CONTRACTING WITH BUSINESS & INDUSTRY:

USE YOUR COMMUNITY RESOURCES

by

Charlie L. Gold

JC 820 544

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PART I - INTRODUCTION AND STATEMENT OF PROBLEM

Introduction

Correlating college career training programs with employment needs is not simple, and there is no reason to expect it to become so in an increasingly technological society. Career options are rapidly growing; outlooks indicate further job specialization and instructional costs are increasing while revenues are decreasing. In face of all this, the challenge to make additional career training programs available increases in seemingly forbidding proportions. Yet there is a unique approach developed by a small college in Northern Michigan which offers a promising solution to the problem.

Bay de Noc Community College, Escanaba, Michigan, has developed an innovative, interdisciplinary career training program called "Contracting with Business and Industry." The program was designed to meet the needs of additional students by expanding career training and assessment opportunities and to offer a new and viable approach for the career training needs of unemployed youth, displaced homemakers, adults, and others who were inadequately served through existing (traditional) college program offerings.

Problem Identification

The original project, which began in the fall of 1976, developed a cost-effective model which identified, then addressed the following problems. All are national in scope.

1. There is a greater demand for specialized occupational training than can be met with current faculty and facilities.
2. The range of occupational training in post-secondary institutions is too narrow.
3. Too many persons are trained in fields where there are too few jobs; and, the system is slow in responding to emerging needs.
4. Collaborative efforts among business, education, and labor need to be increased.
5. There is a lack of adequate programs to provide occupational training for persons with unique needs.
6. The capital investment for implementing new occupational training programs at an existing institution limits new program growth.

Purpose of Study

The purpose of this report is to provide a historical overview of the development of Bay de Noc Community College's Contracting with Business and Industry program. The report will focus on the program's rationale, costs, effectiveness, and outcomes.

PART II - PROGRAM APPROACH AND DEVELOPMENT

Background

Contracting with Business and Industry (CWB&I), an interdisciplinary program unique to Bay de Noc Community College (BdNCC), is a method of specialized career orientation, training, and personal development. CWB&I utilizes the business and industrial complex of the community as a training laboratory. Students can acquire job skills in non-traditional areas and assess their interests and capabilities under realistic settings while learning from business professionals. On-campus study is selected to relate with each specific vocational area, making each more relevant, rewarding, and interesting. A required parallel course provides instruction to develop the students' skills in the following: job interviewing, interpersonal relations, resume preparation, basics of the American enterprise system, and the psychology of adopting a positive attitude.

Job performance learning objectives are mutually agreed upon between the college and participating business and industry to insure that job entry level skills can be acquired through successful completion of the program. The participating business or industry then signs a contract with the college and agrees to provide the instruction stated by the performance

objectives. The business or industry is paid by the college to provide this service. Off-campus training is closely monitored by the participating business or industry and the college program coordinator. The student is evaluated during the semester and at the end of the semester to determine the extent to which performance objectives have been mastered.

Through the program, which resembles cooperative education, a local business or industry provides twelve hours of instruction per week to the student during the training period. Concurrent with this off-campus instruction, each student enrolls for a minimum of eight credit hours of related on-campus instruction.

In most cases, the process results in a job for the trainee and a trained employee for the participating employer. Placement rates for those completing the program range from eighty-five to ninety percent.

Since its beginning in the fall of 1976, the program has expanded from three students to more than fifty for the fall 1981 semester. (During the past fifteen months, 468 people have applied for the program.) Fifty-four local businesses now participate, offering training in such varied occupations as: meatcutting, banking, dental laboratory assistant, baking, adult foster care aide, newswriting, photography, physical therapy aide, radio announcing, quality controller, commercial sign painting/silk screening, emergency medical assistant, dietetics aide, computer operator/programmer, carpet

installation, industrial relations specialist, veterinary assistant, insurance office assistant, optometric assistant, medical records clerk, special education aide, greenhouse operations, floral arranging, systems analysis, dental assistant, radio engineering assistant, medical lab assistant, and substance abuse aide. Occupational areas are phased in or phased out according to employment needs and student demand.

The program has been so enthusiastically received by the business community, the college, and the students, that a national advisory board has been established to encourage its use elsewhere through seminars and workshops and general promotion.

Many business people, both local and nation-wide, have expressed support for the program. Among them is Stephen Lewis, manager of staffing services for the Bristol-Myers Company.

> I strongly endorse the concept and program you have put together. Cooperative work arrangements such as those you have developed go a long way for providing meaningful exposure to students with regard to business, its problems, and its innovative contributions to our economy.

Rationale for Program Approach

The decision to try this approach was partially based on an earlier survey of the local job market conducted by the college and the Michigan Employment Security Commission. The survey revealed that far too frequently jobs were not filled simply because skilled or semi-skilled applicants were not available to apply for them. Nearly twenty percent of the

job seekers were found to be teenagers, most of whom had completed high school but lacked marketable skills. The survey also showed that many employers, especially those with small businesses, would rather leave a job slot unfilled or postpone filling it than hire an unskilled worker.

Employers shared this attitude because training costs often exceeded a reasonable return on their investment. Minimum pay laws, unemployment insurance, and the high cost of fringe benefits all made on-the-job training an expensive proposition for the employer. Adding to the employer's dilemma, a substantial period of costly training was often followed by the discovery that the employee was unsuited for the job. Many employers felt the risks were too great.

However, the costs are also great for training in a school setting. The capital outlay required to implement a new vocational program at an existing institution varies considerably according to the specific program, the number of students to be served, new equipment and facilities required, geographic area, and other factors. The initial costs for programs of large occupational demand, such as automotive repair or licensed practical nursing, normally run from $50,000 to several hundred thousand dollars. Added to this are instructional costs that run approximately $50 per credit hour, plus supportive costs that are about $31 per credit hour.

These costs are justifiable in occupations where employment needs are great. The difficulty is in offering programs

in which employment needs are significant yet not great enough to justify a full-time program. (When one considers that the newest Dictionary of Occupational Titles lists 20,000 separate titles, the need for viable career training alternatives becomes evident.)

The question for Bay de Noc Community College, then, was how to provide additional career training programs based on individual need without sacrificing quality and meaningfulness and yet remaining cost effective.

The answer has been for the college to buy instruction and use of facilities from participating business and industrial concerns and then to plan each training position to allow for individual needs.

Since the place of business is the classroom--whether in a bank, doctor's office, or radio station--the need for large capital investments is circumvented. Because of the unique flexibility of the program, new training positions can rapidly be phased in and old positions phased out as the job market and student demand dictate. The need for new capital expenditures is eliminated.

The State of Michigan has approved the program, and it is listed on the taxonomy of approved reimbursed courses offered by the college. This revenue combined with standard student tuition fees support the program entirely.

The program director and the employer/trainer agree upon the prerequisite skills required in each particular field. Then a clear set of performance objectives is designed. The

resulting job profile serves as a set of guidelines for the employer/trainer who, in most cases, has had little experience with conventional teaching methods. The performance objectives are aimed at setting minimal performance standards for the student's off-campus instruction.

When a student is accepted into a program, a contract is signed by the student, the employer/trainer, and the college. The contract specifies the responsibilities for each party.

The employer/trainer agrees to provide the instructional services necessary for the student to attain the skills specified in the performance objectives. He or she also agrees to keep records on each student's progrss and to provide periodic student evaluation reports.

The college agrees to pay the employer/trainer a nominal amount per hour (currently, $1.25 per contact hour) of instruction received by the student. Through vocational guidance and counseling, the college agrees to prepare the student for a maximum gain from his or her training experience.

Also, the college program coordinator keeps in close contact with the employer/trainer and the student during the training period and monitors the progress of the program.

The student agrees to abide by certain rules of conduct and to make periodic reports evaluating personal progress. Apart from helping the college improve the program, the written appraisals invite those involved to determine precisely their own attitudes toward the program.

The length of the training period varies according to the complexity of the specific program. Most cover two semesters--a nine-month period. Upon successful completion, the student is awarded eight credits per semester for the off-campus instruction. The student is assessed the normal tuition rate for these credits.

These three reactors--students, employer/trainers, and the college faculty and administration, aid in the continuing refinement and evaluation of the program. Another group, a local advisory committee comprised of participating students, employer/trainers, college faculty and staff, offers additional guidance for the program.

This program differs significantly from cooperative education or internship-type programs. Although the philosophy and execution of co-op programs may vary from institution to institution, it can generally be said that a primary objective of co-op programs is to provide the student with a capstone work experience. This experience is normally preceded by several semesters of indepth, occupationally related on-campus instruction.

In contrast, students enter the contracted vocational program because there are job opportunities and career assessment needs in many occupational areas where indepth on-campus instruction cannot be economically provided by the college. This program uses existing on-campus courses that support a particular career objective and then, using practicing

professionals from local business and industry, fills in the voids wit' off-campus instruction.

Similar to various externship and student teaching experiences, students in this program receive academic credit for successful completion but do not receive pay while they are obtaining their on-site instruction. This feature in itself tends to benefit students who are highly motivated toward succeeding in the program.

Another major difference is that Bay de Noc Community College pays the employer/trainer a minimal hourly rate per student contact hour for instructional services.

Finally, on-site instruction received by participating students is precisely predetermined and evaluated through the use of performance objectives and evaluation reports.

The use of performance objectives is a way to direct and improve the quality of instruction administered by the employer/trainer. Being able to demonstrate the attainment of levels of achievement indicated by each set of objectives, reveals both the fact that the levels were defined and set and that achievement has been accomplished.

Claims of Effectiveness

Bay de Noc Community College's CWB&I program claims the following:

1. Students have a greater opportunity to acquire entry level occupational skills in a wide variety of career choices formerly not available.

2. Students have a greater opportunity to assess their individual career goals in a wide variety of occupational choices formerly not available.

3. Students find that co-requisite on-campus study becomes more relevant, and they are provided skills immediately transferable to the private sector.

4. Students are provided programs more specific to their individual needs.

5. Students have a better opportunity to secure entry type jobs with a prospect of upward mobility.

6. Students enrolled in CWB&I will be associated with improved attitudes about themselves.

7. Students enrolled in CWB&I will be associated with improved attitudes toward others.

8. Students enrolled in CWB&I will be associated with improved attitudes about the American enterprise system and employer needs.

It is further claimed that the CWB&I program demonstrates the possible flexibility and diversity of postsecondary education on a cost-effective basis.

The program, open to anyone eighteen or older, serves a wide spectrum of individuals. Currently, student ages vary from the late teens to the mid-fifties. Basically, the program serves three groups of people. First, there are those who may or may not have finished high school but have few skills saleable in the job market. These individuals are generally fed up with going to school. The program appeals to them because of its streamlined practical approach.

There are the people who want a two- or four-year college program but are uncertain about which occupation to

pursue. The CWB&I program gives these students an opportunity to "test the water" within an expanded number of occupational areas. Students now have the advantage of being able to assess a particular field before their investment in time and schooling is too extensive to redirect.

The third group consists of older individuals and includes the displaced homemaker. These people often possess job skills, but they are outdated or not in demand at the time. The CWB&I program enables them to get a foot in the door, learn new skills, and eventually gain employment.

Sometimes the program's benefits are concrete and dramatic as when a trainee's name is taken off the welfare rolls and put on a full-time payroll. More subtle, though equally rewarding, are the instances in which a student acquires a newly enhanced sense of self-worth.

One of the students, in his late forties, had sought employment for more than a year with no results. Unfortunately, potential employers often view such older unemployed adults with suspicion. Instead of seeing a wealth of experience from which to draw, they see a "has been" or failure. The demoralization and loss of self-esteem these people experience is overwhelming. After completing the program, this student was able to regain full-time employment along with his sense of self worth.

Another student who benefited had this to say:

Last September I felt I was really at a dead

> end. After working about twenty years in a particular field, suddenly there no longer was employment in the area for me. Through this program I have made new contacts, extended my education, and become qualified to go into a different type of work. I am no longer at a dead end. The program has offered me an opportunity to continue, and it is very encouraging.

Business and industry benefits through the development of qualified and skilled workers and by having a better opportunity to provide input into the educational process that reflects specialized needs and a rapidly changing technology.

Colleges benefit through the CWB&I program by being able to broaden access for many groups of individuals previously excluded and expand occupational offerings to students of all ages without appreciably increasing overhead. This is accomplished by utilizing the business/industrial complex of the community as a training laboratory, thus eliminating the need for large capital expenditures normally required to institute new programming. The effective use of these resources through collaborative contractual agreement helps meet the pressure of rising costs. Other benefits are listed below.

Colleges:

1. can effectively respond to the varied needs of business, labor, and the student body.
2. can increase enrollment by serving the needs of a greater segment of people within their service area who are not served by present offerings. Included are minorities and women.
3. can be in a better position to respond to changing patterns in social-economic educational requirements.
4. can allow for greater integration of education with the community and work place.

5. can award credit for learning occurring in an outside agency.

Costs

The annual adoptive-adaptive institutional costs and revenues are reported in Appendix B. This representative budget is based on forty CWB&I student participants. The institutional cost per CWB&I student would remain relatively stable with increases or decreases in the number of CWB&I student participants because the supportive costs would be increased or decreased proportionally. The annual institutional cost per student is $1,204.

For comparison, when BdNCC's current annual operational costs are divided by the number of its full-time traditional program students, the cost per student is $2,866. This means the college can offer a one-year certificate program through CWB&I for $1,662 less than the similar one-year certificate programs taught exclusively on campus.

Credibility of Evidence

An adequate evaluation must be interpretable and credible. First of all, the existence of the apparent effect must be established. Then there must be evidence that the effect occurred as a result of the particular educational intervention and that it would not have occurred without the intervention.

To meet these objectives, BdNCC engaged the services of two professional evaluators who were charged with the responsibility of developing a research design. The evaluators

were Dr. Harry Groulx, Superintendent of Public Schools, Menominee, Michigan, and Dr. William Byxbee, Jr., Director of Graduate Study, St. Mary's College, Winona, Minnesota.

Dr. Groulx and Dr. Byxbee spent a total of nine days personally evaluating the CWB&I program. They interviewed past and present CWB&I students, employer/trainers, and BdNCC faculty and administrators, all of whom had been initially familiarized with the program's manner. Through the critical incident technique, the evaluators established the validity of our Claims of Effectiveness which are listed on page ten of this report. Credibility was established by allowing sufficient time to elapse between the pre-tests and post-tests.

PART III - EVIDENCE OF EFFECTIVENESS

Evidence of Reliable, Meaningful Effects

As a supplement to the longitudinal analysis and evaluation conducted by Dr. Groulx and Dr. Byxbee, BdNCC collected data to determine the program's reliability and effectiveness for:

1. expanding one-year certificate offerings
2. responding to the training needs of female students
3. placing program completers
4. affecting a more positive change in attitude for the CWB&I student as compared to BdNCC students enrolled in other (traditional) programs.

The data collected, all of which was for the 1980-81 academic year, revealed that there were ten traditional one-year certificate programs offered in comparison to twenty-five CWB&I one-year certificate programs. Through CWB&I, the college's one-year certificate programs increased by 250%.

The data also showed that the total college student ratio was 51% female and 49% male. The CWB&I student ratio was 81% female and 19% male. Because this pattern has been consistent for the past four years, one can conclude that the CWB&I program is more responsive to the training needs of female students.

In the area of placement, a student follow-up study conducted during July and August 1980, yielded the following results from fifty-one CWB&I respondents:

45 - placed (equals - 88%)
6 - unemployed (equals 12%)
51 - total respondents

During this same period, the BdNCC Placement Office conducted a total college placement survey of non-returning students. The results were:

197 - placed (equals 85%)
35 - unemployed (equals 15%)
232 - total respondents

These survey results indicate that placement for CWB&I students equals or slightly surpasses the placement rate of BdNCC students who have completed programs other than Contracting with Business and Industry.

In an effort to determine if there were significant differences in attitudes between CWB&I program students and traditional BdNCC program students, an instrument was designed to measure the student's self-perceived evaluation in the affective domain. In order to establish a true control group for this purpose, a control group was identified through random selection. The control group consisted of twenty-one students. A comparison between the control group and the CWB&I students who responded to the instrument indicates:

	CWB&I Students	Control Group
Number of respondents	38	21
Average (mean) age	26.75	27.9
Sex ratio	28 F - 10 M	14 F - 7 M
Semesters attended BdNCC	1.5	1.7

The self-perceived student evaluation asked the respondents how they felt about themselves as learners and members of Bay de Noc Community College.

Appendix A results show that students who were enrolled in the CWB&I program produced scores which were significantly higher than those of the students who were enrolled in traditional on-campus programs. Although the instrument used has not been tested for reliability, the validity of the findings is consistent with Dr. Groulx's and Dr. Byxbee's observations and is representative of CWB&I student case studies: Some examples are:

> Paula Ruleau: For the past eleven years I had a full-time job being a housewife and raising my family. I think the program is a great idea. It gave me a chance to find out what kind of job I'd enjoy doing and then gain the training I needed. Because of it, I'm now a full-time employee.
>
> Juliane Siering: I would not have returned to school unless this program I am enrolled in now had been available. I just couldn't see going into a program where I had no interest.
>
> Sharon Benoit: I think the on-the-job training aspects of this program are fantastic! The program provides a great opportunity for people who want to get ahead and really learn something--especially those who are afraid to return to a classroom situation--particularly someone who is older. It is difficult to return to school when you have been out for a long time, and this program makes it easier.
>
> Deborah Deno: The training gave me a lot of new friends. I discovered that I can learn anything I set my mind on. The best feature of the training was learning to greet the public and work with people. It gave me confidence in myself. I set a goal and got a job.

CWB&I: A Nationally Recognized Program

The impact that CWB&I can have on the lives of the students enrolled in the program has been realized not only by those who are directly involved but also many companies nationwide.

Mr. V.S. Hanson, Manager, College Relations, Gulf Oil Corporation, had this to say about the program:

> In our judgment, the concept of hands-on exposure to practical work experiences while attending community colleges has considerable merit. The advantages to businesses in the local community and to the student are readily apparent.

Mrs. Betty Gedney, Associate, Corporate Communications, General Food Corporation, said:

> Your program to promote better utilization of business, industry, labor, and community resources with education is certainly a very worthy project, which is definitely beneficial to all concerned.

Mr. D.R. Lundgren, Director, Corporate Personnel Development, Scott Paper Company, said:

> I applaud Bay de Noc's concept. It appears workable. There are parallels with 'co-op' programs now in existence between colleges and industries, but the Bay de Noc concept goes significantly beyond the usual co-op arrangement.

These are but a few of the corporate endorsements received. Some others include: The Upjohn Company, Deere & Company, Exxon Corporation, Clairmont Transfer Company, Union Carbide Corporation, Morton-Norwich Products, Inc., Trans Union Corporation, and Libby-Owens-Ford Company.

Endorsement has come from such government agencies as the Michigan Department of Vocational Rehabilitation, WIN, CETA, and the Veterans Administration, all of whom have clients in the program. Many agency representatives have said that CWB&I will become an integral part of their future educational offerings.

Paul McCracken, professor at the University of Michigan's Graduate School of Business Administration and Chairman of the President's Council of Economic Advisors from 1969 to 1971, said he "did indeed support these pioneering efforts to thinking in new directions" and that he hopes the program will establish a pattern for other institutions.

Archie E. LaPointe, President of the National Manpower Institute in Washington, DC said:

> Bay de Noc Community College is to be congratulated for taking the lead in identifying non-traditional areas for vocational training and for gaining the flexibility and cost-effectiveness that comes from contracting with business and industry to perform the training. We have been watching for some time the impressive commitment of Bay de Noc Community College. Their record of accomplishment is substantial. This kind of collaboration supported by a long track record deserves all the encouragement and support it can get.

Michigan Congressman William Ford, a member of the Education and Labor Committee, called the program "exciting and the results worth studying."

United States Senator Donald W. Riegle, who is a member of the National CWB&I Advisory Board, personally conducted a survey of the CWB&I program. He said the results of his

survey were "overwhelmingly positive" and that "students reported the program not only helped them find jobs, but improved their self-esteem and feeling of worth to society." He said:

> My staff and I have been closely studying the program since its inception, and I have always been most impressed with it. However, after taking the opportunity last summer to visit the college and meet with the director of the program, I am convinced that this common-sense approach to non-traditional education is exactly the type of effort our chronically unemployed citizens are most in need of. Individuals normally excluded from the job market--those without work experience, the unemployed of middle and older ages and displaced homemakers--are given a precious opportunity through this program to be trained for meaningful work. To my mind, that is the program's vital element. Too often, the disadvantaged and disenfranchised are left out completely from such programs while "Contracting with Business and Industry" focuses on their needs. As you can ascertain, I feel strongly that this type of program is essential if we are ever going to deal effectively with unemployment in this country.

Mr. Roger Yarrington, Vice-President of the American Association of Community and Junior Colleges wrote:

> Congratulations on your NAICE Utilization Award. The work you are doing is an excellent illustration of the type we are urging all community colleges to offer their communities. I hope you will not mind if we point some folks in your direction.

Dr. Roni D. Posner, Director of Planning and Development, American Vocational Association, serves on the National CWB&I Advisory Board. Dr. Posner wrote:

> Thank you so much again, Chuck, for the opportunity to visit with you and the folks involved with your program. I came away with a tremendous amount of information and feeling. You

> have one of the most important programs, of which I am familiar, in vocational education in this country. I am anxious to stay close to your activities and progress.

Bay de Noc Community College's Contracting with Business and Industry program was selected by the National Association for Industry Education Cooperation (NAIEC) as recipient of its "Utilization Award." A plaque and citation were presented to Chuck Gold, program director of CWB&I, at the NAIEC's annual conference, October 15-18, 1980, in Dallas, Texas. NAIEC's "Utilization Award" recognizes the skills and success of an educator in using industry-sponsored programs and materials for learning activities. The awards committee looks for ingenuity, selectivity, appropriateness and, most of all, effectiveness in using industry-sponsored programs and materials in assisting students in their learning.

It is the third consecutive year that BdNCC's Contracting with Business and Industry program has received national recognition. In 1979 the program was recognized by the Practitioners' Hall of Fame. The Practitioners' Hall of Fame, sponsored by Nova University, is an annual exchange of ideas that provides a forum for practitioners to communicate to the higher education community the "best in practice."

In 1982, the Contracting with Business and Industry program received the College-Business/Industry Cooperation Award from the American Association of Community and Junior Colleges (AACJC). The award was in recognition of the cooperative efforts between Bay de Noc Community College and local businesses to promote economic and human development.

In 1982, the Delta County Area Chamber of Commerce presented an Achievement Award in recognition of the Contracting with Business and Industry program in appreciation for the cooperative efforts between Bay de Noc Community College and the local business community in promoting economic and human development.

PART IV - SUMMARY AND CONCLUSIONS

With the scarcity of funds available for education and the increased demands upon postsecondary occupational education to serve new and more diverse populations, it is important that colleges maximize use of their resources through collaborative activities with business, industry, labor, and government. The continual great changes in technology require that industry and education work together to prepare, retrain, and update potential and present employees.

The CWB&I program demonstrates the possible flexibility and diversity of postsecondary education to accomplish these objectives. By serving students who might not have decided to attend college due to their unique needs, it sets an example for higher education. This example proves that minimal enrollments and insufficient faculty are not necessarily insurmountable obstacles; instruction may be offered to only one student by a "practicing professional."

The American system succeeds because it contains tangible rewards for those who participate. In Bay de Noc Community College's CWB&I program, the student is rewarded through training and marketable experience; the employer/trainers receive the rewards of being able to test personnel without risking financial hardship, and being able to assess

individuals in actual training settings. In most cases, the process results in a job for the trainee and a trained employee for the participating employer. This expansion of program offerings by the college favorably reduces unemployment. It also offers students an opportunity for realistic career assessment. And, it allows the college to serve additional students, especially those with unique needs, without requiring additional capital expenditures.

Most important, this collaborative enterprise binds together the resources of local business and industry and education with the adhesive of community spirit. The local community, after all, is where our youth are, where their parents are, where education policy is largely determined and wholly carried out, where employers hire, and where our responsibilities come to rest.

APPENDIX A: Self-perceived Student Evaluation in the Affective Domain

Measure ability to:

	Greatly Improved	Improved	No Change	Combined Improved
Get along with others:				
CWB&I	11%	65%	24%	76%
Control	5%	35%	60%	40%
Control your temper:				
CWB&I	13%	47%	40%	60%
Control	0%	21%	79%	21%
Understand others:				
CWB&I	26%	55%	19%	81%
Control	4%	43%	53%	47%
Remain calm under stress:				
CWB&I	19%	52%	29%	71%
Control	0%	40%	60%	40%
Avoid Arguments:				
CWB&I	21%	55%	24%	76%
Control	0%	20%	80%	20%
Believe in yourself:				
CWB&I	34%	55%	11%	89%
Control	25%	35%	40%	60%
Lead others:				
CWB&I	13%	32%	55%	45%
Control	5%	20%	75%	25%
Understand fundamentals - American Enterprise System:				
CWB&I	19%	57%	24%	76%
Control	20%	30%	50%	50%
Understand employer needs:				
CWB&I	21%	60%	19%	81%
Control	5%	42%	53%	47%
Get along with supervisor:				
CWB&I	16%	60%	24%	76%
Control	0%	45%	55%	45%
Get along with other employees:				
CWB&I	19%	52%	29%	71%
Control	0%	35%	65%	35%

Appendix A above is the comparative results between the CWB&I respondents and the control group. Students were asked to compare their present feelings about themselves with those they had prior to enrolling at Bay de Noc Community College.

APPENDIX B: COSTS FOR ADOPTION

Sample Budget - July 1, 1982 - June 30, 1983

BUDGET ITEM

A.	Direct Costs	
1.	Salaries and Wages	
a.	Director	$17,000.00
b.	Clerical	4,500.00
2.	Employee Benefits	5,805.00
3.	Travel	1,000.00
4.	Materials and Supplies	400.00
5.	Production (printing, reproduction, audio-visual)	150.00
6.	Other (in-service)	125.00
7.	Contractual Payments (40 students - 2 semesters)	19,200.00
	TOTAL	$48,180.00

REVENUE ITEM

A.	State Reimbursement (credit hours generated)	
	40 students x 2 semesters x $616	$49,280.00
B.	Parallel Course	
	40 students x 1 semester x $154	6,160.00
	TOTAL REVENUE	$55,440.00
	Less Total Direct Costs	48,180.00
		$ 7,260.00
	Less Allowance for Indirect Costs	7,260.00
		-0-

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